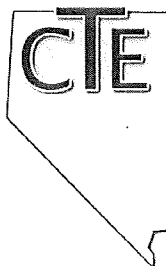


**AGRICULTURE LEADERSHIP,
COMMUNICATIONS, AND POLICY**
JUNIOR & SENIOR INSTRUCTION

Career & Technical Education

Skills for Employment & Lifelong Learning



This document was prepared by:
Office of Career, Technical, and Adult Education
Nevada Department of Education
700 E. Fifth Street
Carson City, NV 89701

*Adopted by the State Board of Education /
State Board for Occupational Education on
December 4, 2004*

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ACKNOWLEDGEMENTS

The Agriculture and Natural Resource Science Standards project was drafted and reviewed by Nevada agriculture education instructors. The document was reviewed by the Nevada Agriculture Education Advisory Board that consisted of Secondary Education, Postsecondary Education, Administration, Business and Industry, parents, and students. The Nevada Department of Education and the Agriculture Education Consultant wishes to acknowledge the contributions of those who worked on the development of these standards.

University of Nevada, Las Vegas Center for Workforce Development Staff:

Dr. Sterling Saddler, Coordinator
Dr. Cliff McClain, Coordinator
Dr. Cecilia Maldonado, Coordinator
Melissa Scott, Coordinator
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Agriculture Education Instructors:

Writing Team

Heather Dye, Facilitator, Nevada FFA Association
Shane Sutton, Elko High School, Elko
Kim Bennett, Lund High School, Lund
Craig Wolfley, Moapa Valley High School, Overton
Bob Conrad, University of Nevada, Reno
Amber Drabant, Area Technical Trade Center, Las Vegas
Jim Barbee, Agriculture Consultant, Nevada Department of Education

Review Team

Aaron Albisu, Spring Creek High School, Spring Creek
Dennis Digenan, Spring Creek High School, Spring Creek
Courtney Dahl, Churchill County High School, Fallon
Rebecca Tipton, Albert Lowry High School, Winnemucca
Darryl Grove, Churchill County High School, Fallon
Tedd Heggie, White Pine County High School, Ely
Judy Hellwinkel, Churchill County High School, Fallon
Jared Hyatt, Douglas High School, Minden
Randi Hunewill, Smith Valley High School, Smith
Curtis Jordan, Superintendent, Esmeralda County School District
Bill Laird, Pershing County High School, Lovelock
Leslie Zimmerman, Eureka County High School, Eureka
Jennifer Bieroth, Owyhee High School, Mountain City
Don Metzger, Elko County High School, Elko
Gary Wood, Pahrangat Valley High School, Alamo
Gary Sundseth, Great Basin College, Elko

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Jim R. Barbee, Agriculture Education Consultant, Dept. of Education
Heather Dye, Executive Director, Nevada FFA Foundation

AGRICULTURE AND NATURAL RESOURCES

Program Requirements

Occupations associated with agriculture production, natural resources, processing and distribution of food and fiber are important to the national interests and provide significant employment opportunities. Occupational education and training in agriculture and agri-business are essential to the continued economic health of Nevada and the nation, as it provides the needed competent and trained work force.

The advent of corporate agriculture and decline of the family-operated agriculture venture mandate the maintenance, expansion and improvement of occupational agriculture education. Through agriculture education, students are prepared for employment in the field of agriculture through planning and managing agriculture, food, fiber, and natural resources systems. Production of agricultural commodities, including food fiber, wood products, horticultural crops, and other plant and animal products. Financing, processing, and marketing and distribution of agriculture products; farm production and supply and service industries; horticulture and landscaping services, and the use and conservation of land and water resources; development and maintenance of recreational resources. It also includes mining and extraction operations and related environmental management services. Source: *USDOE/OVAE Brochure*

Agriculture education provides high school students with technical and specialized knowledge in production agriculture and natural resources as well as other specific agriculture occupations. The programs are designed to meet students' occupational objectives, interests, and abilities for entry into chosen occupations and can prepare them for advanced education and training. Agriculture education is a coordinated program of group and individual instructional activities consisting of classroom instruction, laboratory experiences, and leadership development. Integral to these activities are FFA (leadership development) and Supervised Agriculture Experience (work-based learning), Nevada Revised Statute 385.110. Federal/Public Law #105-225 which was passed in August, 1998, states "Congress of the United States, recognizes the importance of the FFA as an integral part of the program of Vocational Agriculture." All students enrolled in Agriculture Education will be recognized as members of the FFA organization. All secondary agriculture education programs and school districts will purchase a curriculum packet consisting of the New Horizons agriculture career and technical magazine, the FFA manual, and the Nevada Record Book on a yearly basis for every student enrolled in agriculture education in their program. Areas of study at the secondary level are divided into Agriculture Science and Specialized Advanced Agriculture Career and Technical Areas.

Agriculture and Society, Plant and Soil Science, Agriculture Mechanical Engineering and Technology, Animal Science, Leadership/FFA, Agriculture Business, Sales, Marketing and Supervised Agriculture Experience, Natural Resources, and Employability are included in the Agriculture Science introduction division.

Instruction in business/specialized agriculture provides training in specific occupational skills, duties, and tasks, as determined by the business and industry needs. Specialized career and technical agriculture programs will include, but are not limited to, the following: ornamental horticulture, floriculture, floral design, turf and landscape management, equine science and technology, forestry technology, wildlife management and enforcement, food science and processing, feedlot management, animal science, veterinary science, agriculture power systems, natural resources and reclamation, mining science and operations, nursery and greenhouse management, landscape architecture, irrigation and chemical management, lawn care and maintenance, and agriculture construction.

NEVADA
AGRICULTURE EDUCATION
Model of Instruction

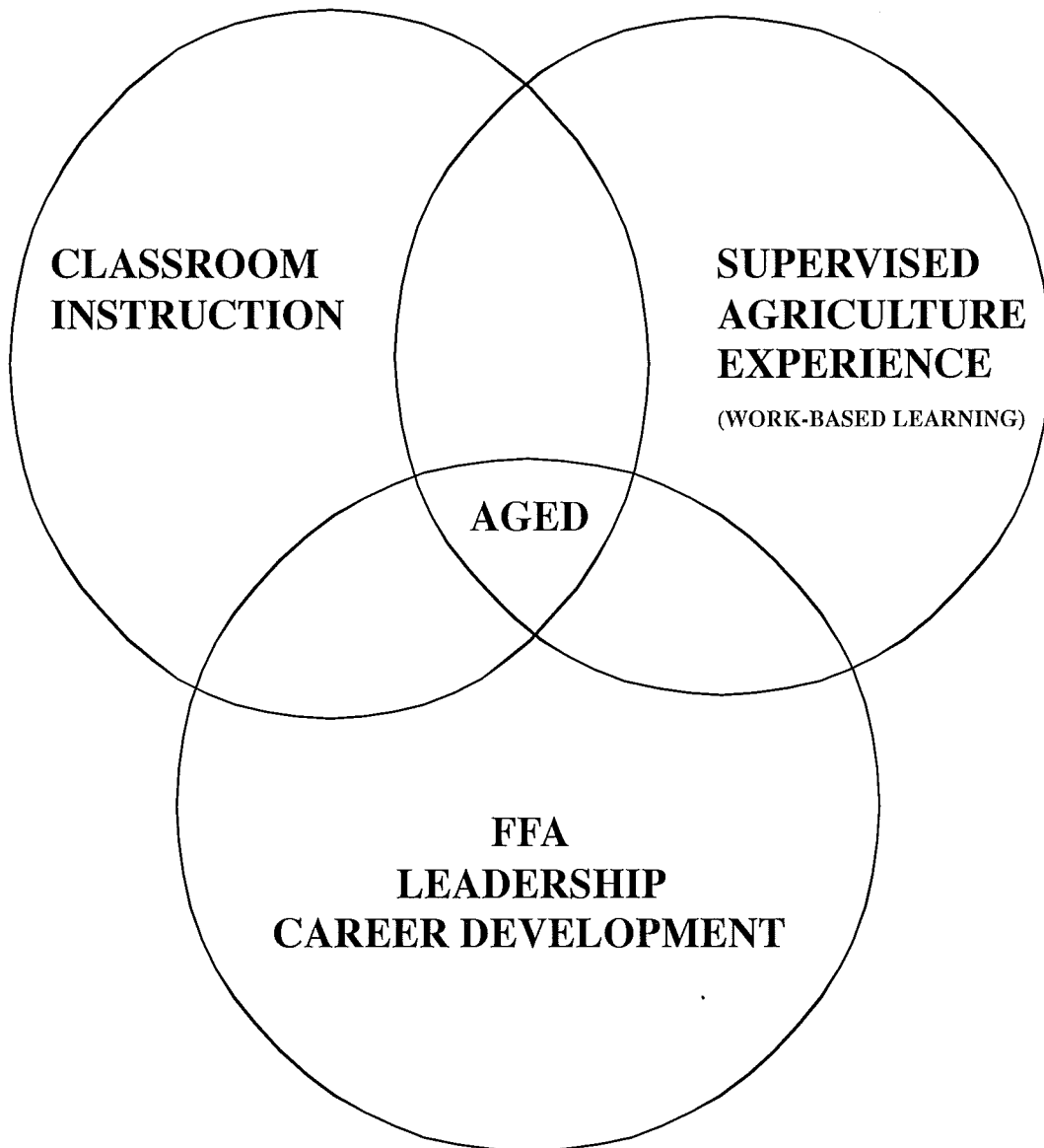


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AGRICULTURE COMMUNICATIONS, LEADERSHIP & POLICY
Performance Standards

Content Standard 1.0: **History/Purpose:** Students will recognize the importance of agriculture communications, leadership and policy, their history, and their effects on consumer and producer markets.

Performance Standard 1.1 Students will determine the need for competent agriculture communications, leadership, and policy.	
EXCEEDS STANDARD	<ul style="list-style-type: none">• Interact with individuals or groups involved in agriculture communications, leadership, and/or policy.
MEETS STANDARD	1.1.1 Define agriculture literacy and its importance in agriculture. 1.1.2 List the local sources for agriculture communications, leadership, and policy.
APPROACHES STANDARD	<ul style="list-style-type: none">• Demonstrate awareness of the importance of agriculture communications, leadership, and policy.

Nevada Academic Standards Correlation:
English: 3.0, 7.0

AGRICULTURE COMMUNICATIONS, LEADERSHIP & POLICY
Performance Standards

Content Standard 1.0: History/Purpose: Students will recognize the importance of agriculture communications, leadership and policy, their history, and their effects on consumer and producer markets.

Performance Standard 1.2 Students will identify major changes in agriculture communications, leadership, and policy.	
EXCEEDS STANDARD	<ul style="list-style-type: none">Analyze and predict changes in agriculture communications, leadership, and policy.Develop a plan for the use of new technology in agriculture communications, leadership, and policy.
MEETS STANDARD	1.2.1 Compare and contrast changes in agriculture communications, leadership, and policy. 1.2.2 Identify new technology used in agriculture communications, leadership, and policy.
APPROACHES STANDARD	<ul style="list-style-type: none">Demonstrate awareness of the changes in agriculture communications, leadership, and policy.

Nevada Academic Standards Correlation:

Math: 2.0, 6.0

Science: 16.0

English: 4.0, 6.0, 7.0, 9.0, 11.0

AGRICULTURE COMMUNICATIONS, LEADERSHIP & POLICY
Performance Standards

Content Standard 1.0: History/Purpose: Students will recognize the importance of agriculture communications, leadership and policy, their history, and their effects on consumer and producer markets.

Performance Standard 1.3 Students will identify historical events in agriculture communications, leadership, and policy.

EXCEEDS STANDARD	<ul style="list-style-type: none">Develop a presentation of historical events in agriculture communications, leadership and/or policy.
MEETS STANDARD	1.3.1 Chart the historical progress in agriculture communications. 1.3.2 List important historical leaders in agriculture. 1.3.3 Chart important historical events in agriculture policy.
APPROACHES STANDARD	<ul style="list-style-type: none">Be aware of historical events in agriculture communications, leadership, and policy.

Nevada Academic Standards Correlation:

Math: 2.0, 5.0, 9.0

English: 3.0, 4.0, 6.0, 7.0, 11.0

AGRICULTURE COMMUNICATIONS, LEADERSHIP & POLICY
Performance Standards

Content Standard 1.0: History/Purpose: Students will recognize the importance of agriculture communications, leadership and policy, their history, and their effects on consumer and producer markets.

Performance Standard 1.4 Students will explore the future of agriculture communications, leadership, and policy.	
EXCEEDS STANDARD	<ul style="list-style-type: none">Analyze events that will affect the future of agriculture communications, leadership, and policy.
MEETS STANDARD	<p>1.4.1 Predict events that will affect the future of agriculture communications, leadership, and policy.</p> <p>1.4.2 Investigate the addition of emerging technologies in agriculture communications, leadership, and policy.</p>
APPROACHES STANDARD	<ul style="list-style-type: none">Recognize changes that will affect the future of agriculture communications, leadership, and policy.

Nevada Academic Standards Correlation:

Math: 1.0, 4.0, 5.0, 6.0, 8.0, 9.0

Science: 5.0, 7.0, 11.0, 16.0, 18.0

English: 2.0, 4.0

AGRICULTURE COMMUNICATIONS, LEADERSHIP & POLICY
Performance Standards

Content Standard 2.0: Leadership Development/Teamwork: Students will characterize factors associated with leadership categories and styles.

Performance Standard 2.1 Students will analyze various definitions of leadership.	
EXCEEDS STANDARD	<ul style="list-style-type: none">• Attend a meeting of an organization outside of the FFA Chapter.• Identify specific local leaders and their leadership qualities.
MEETS STANDARD	2.1.1 Identify the qualities of a leader. 2.1.2 Identify organizations that promote agriculture leadership.
APPROACHES STANDARD	<ul style="list-style-type: none">• Be aware of the organizations that promote agriculture leadership.• Identify local leaders.

Nevada Academic Standards Correlation:
English: 4.0

AGRICULTURE COMMUNICATIONS, LEADERSHIP & POLICY
Performance Standards

Content Standard 2.0: Leadership Development/Teamwork: Students will characterize factors associated with leadership categories and styles.

Performance Standard 2.2 Students will investigate and discuss personal leadership development.	
EXCEEDS STANDARD	<ul style="list-style-type: none">• Apply for an FFA Office.
MEETS STANDARD	<p>2.2.1 Identify methods for developing personal leadership abilities.</p> <p>2.2.2 Develop a personal plan for becoming a leader.</p> <p>2.2.3 Compare and contrast qualities which make an individual a leader.</p>
APPROACHES STANDARD	<ul style="list-style-type: none">• Demonstrate awareness of leaders as important to an organization.

Nevada Academic Standards Correlation:
English: 1.0, 4.0, 6.0, 7.0, 8.0, 9.0, 11.0

AGRICULTURE COMMUNICATIONS, LEADERSHIP & POLICY
Performance Standards

Content Standard 2.0: Leadership Development/Teamwork: Students will characterize factors associated with leadership categories and styles.

Performance Standard 2.3 Students will explain the relationship between leadership categories, human behavior and employment.	
EXCEEDS STANDARD	<ul style="list-style-type: none"> Develop a plan to match careers with leadership abilities.
MEETS STANDARD	2.3.1 Identify elements of leadership development. 2.3.2 Define and explain the seven (7) accepted categories of leadership. 2.3.3 Compare and contrast the types of personal behaviors associated with leadership categories in the workplace. 2.3.4 Match leadership styles and their effects on groups.
APPROACHES STANDARD	<ul style="list-style-type: none"> Be aware of leadership abilities as they relate to job placement.

Nevada Academic Standards Correlation:
 Science: 7.0
 English: 1.0, 4.0, 6.0, 7.0, 9.0, 11.0

AGRICULTURE COMMUNICATIONS, LEADERSHIP & POLICY
Performance Standards

Content Standard 2.0: Leadership Development/Teamwork: Students will characterize factors associated with leadership categories and styles.

Performance Standard 2.4 Students will describe the various leadership styles.

EXCEEDS STANDARD	<ul style="list-style-type: none">• Model the four (4) personality types.• Develop a survey to identify an individual's personality type and leadership style.
MEETS STANDARD	2.4.1 Define the four (4) personality types. 2.4.2 Identify the factors that affect leadership styles and abilities according to personality types.
APPROACHES STANDARD	<ul style="list-style-type: none">• List the four (4) personality types.• List the leadership styles and traits.

Nevada Academic Standards Correlation:

Science: 7.0

English: 1.0, 7.0

AGRICULTURE COMMUNICATIONS, LEADERSHIP & POLICY
Performance Standards

Content Standard 2.0: Leadership Development/Teamwork: Students will characterize factors associated with leadership categories and styles.

Performance Standard 2.5 Students will identify the qualities of successful leaders.	
EXCEEDS STANDARD	<ul style="list-style-type: none">• Interview a local leader regarding his/her leadership development.• Evaluate their own leadership qualities.
MEETS STANDARD	2.5.1 Define the ten (10) steps to becoming a successful leader. 2.5.2 Compare and contrast historical leaders in agriculture. 2.5.3 Define three (3) traits of successful leaders.
APPROACHES STANDARD	<ul style="list-style-type: none">• List the ten (10) steps to becoming a successful leader.• Demonstrate awareness of individuals that have had an impact on agriculture's history.• List three (3) traits of successful leaders.

Nevada Academic Standards Correlation:
English: 1.0, 2.0, 3.0, 4.0, 6.0, 7.0, 9.0, 11.0

AGRICULTURE COMMUNICATIONS, LEADERSHIP & POLICY
Performance Standards

Content Standard 2.0: Leadership Development/Teamwork: Students will characterize factors associated with leadership categories and styles.

Performance Standard 2.6 Students will identify the need for teamwork in group settings.	
EXCEEDS STANDARD	<ul style="list-style-type: none">• Serve on or chair an FFA Chapter Committee.
MEETS STANDARD	2.6.1 Define roles in a group endeavor. 2.6.2 Explain the value of human relationships in group settings. 2.6.3 Attend FFA Chapter meetings as assigned.
APPROACHES STANDARD	<ul style="list-style-type: none">• Demonstrate awareness of different roles taken in group endeavors.• Demonstrate awareness of group dynamics in FFA Chapter meetings.

Nevada Academic Standards Correlation:

Science: 7.0, 18.0

English: 1.0, 9.0

AGRICULTURE COMMUNICATIONS, LEADERSHIP & POLICY
Performance Standards

Content Standard 3.0: **Communication Research: Students will recognize and apply various methods of research used in agriculture communications.**

Performance Standard 3.1 Students will identify basic research techniques.	
EXCEEDS STANDARD	<ul style="list-style-type: none">• Present findings of the research project.
MEETS STANDARD	<ul style="list-style-type: none">3.1.1 Select a broad agriculture topic for research.3.1.2 Develop information about the broad agriculture topic.3.1.3 Use information to narrow the focus of the broad agriculture topic.3.1.4 Accurately credit sources used in researching the agriculture topic.3.1.5 Practice source credibility and fact-checking techniques.
APPROACHES STANDARD	<ul style="list-style-type: none">• List basic research techniques.

Nevada Academic Standards Correlation:
Math: 1.0, 2.0, 3.0, 4.0, 5.0, 7.0, 8.0, 9.0
Science: 19.0, 20.0, 21.0, 22.0
English: 2.0, 3.0, 4.0, 5.0, 6.0, 8.0, 11.0

AGRICULTURE COMMUNICATIONS, LEADERSHIP & POLICY
Performance Standards

Content Standard 3.0: **Communication Research: Students will recognize and apply various methods of research used in agriculture communications.**

Performance Standard 3.2 Students will identify and apply effective interviewing techniques.	
EXCEEDS STANDARD	<ul style="list-style-type: none"> Conduct an interview of a person involved in the agriculture industry.
MEETS STANDARD	3.2.1 Explain interview techniques. 3.2.2 Create a list of interview questions. 3.2.3 Acquire background information on the interview subject and the person(s) to be interviewed.
APPROACHES STANDARD	<ul style="list-style-type: none"> List the techniques used in interviewing individuals and groups.

Nevada Academic Standards Correlation:
 Math: 7.0
 English: 1.0, 2.0, 3.0, 4.0, 11.0

AGRICULTURE COMMUNICATIONS, LEADERSHIP & POLICY
Performance Standards

Content Standard 4.0: Verbal Communication: Students will develop effective verbal communication skills to be used in occupational, social and civic settings.

Performance Standard 4.1 Students will explain the types and importance of verbal communication.	
EXCEEDS STANDARD	<ul style="list-style-type: none">Demonstrate verbal communication in occupational, social and/or civic settings.
MEETS STANDARD	<p>4.1.1 Identify the types of verbal communication.</p> <p>4.1.2 Identify situations where verbal communication is used in agriculture.</p> <p>4.1.3 Explain the importance of verbal communication and its relationship to career success.</p>
APPROACHES STANDARD	<ul style="list-style-type: none">Be aware of how and why verbal communication is important in agriculture.

Nevada Academic Standards Correlation:

Science: 18.0

English: 3.0, 4.0, 8.0

AGRICULTURE COMMUNICATIONS, LEADERSHIP & POLICY
Performance Standards

Content Standard 4.0: Verbal Communication: Students will develop effective verbal communication skills to be used in occupational, social and civic settings.

Performance Standard 4.2 Students will demonstrate the principles of verbal communication.	
EXCEEDS STANDARD	<ul style="list-style-type: none"> Participate in an activity utilizing verbal communication above the FFA Chapter level.
MEETS STANDARD	4.2.1 Prepare and deliver a public speech at the local level. 4.2.2 Present an extemporaneous speech. 4.2.3 Participate in a panel/group discussion. 4.2.4 Prepare and participate in an interview. 4.2.5 Prepare and present an occupational presentation, (i.e., sales, marketing, etc.). 4.2.6 Utilize proper telephone etiquette. 4.2.7 Demonstrate respect and interest while listening to a speech.
APPROACHES STANDARD	<ul style="list-style-type: none"> List the various forms in which verbal communication is used in agriculture.

Nevada Academic Standards Correlation:

Math: 8.0

Science: 7.0, 18.0, 22.0

English: 1.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0, 11.0

AGRICULTURE COMMUNICATIONS, LEADERSHIP & POLICY
Performance Standards

Content Standard 5.0: Written Communications/Journalism/Public Relations:
Students will develop effective written communication skills to be used in occupational, social and civic settings.

Performance Standard 5.1 Students will identify the types of written agriculture communication.	
EXCEEDS STANDARD	<ul style="list-style-type: none">Develop a portfolio of articles from various agriculture publications.
MEETS STANDARD	5.1.1 Describe the various types of agriculture publications. 5.1.2 Explain the various styles of agriculture writing, (i.e., persuasive, informative, entertaining, etc.).
APPROACHES STANDARD	<ul style="list-style-type: none">List agriculture publications germane to their area.

Nevada Academic Standards Correlation:
Math: 8.0
English: 3.0, 4.0, 5.0, 6.0

AGRICULTURE COMMUNICATIONS, LEADERSHIP & POLICY
Performance Standards

Content Standard 5.0: Written Communications/Journalism/Public Relations:
 Students will develop effective written communication skills to be used in occupational, social and civic settings.

Performance Standard 5.2 Students will demonstrate the basics of journalistic writing.	
EXCEEDS STANDARD	<ul style="list-style-type: none"> Submit a news story or a press release to an agriculture publication.
MEETS STANDARD	5.2.1 Explain the five (5) “W’s and the H Technique” of journalistic writing, (who, what, why, where, when and how). 5.2.2 Explain the anatomy of a news story, (inverted pyramid). 5.2.3 Write a press release. 5.2.4 Write a news story. 5.2.5 Identify effective methods for editing journalistic writing.
APPROACHES STANDARD	<ul style="list-style-type: none"> List the types of journalistic writing.

Nevada Academic Standards Correlation:
 English: 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0

AGRICULTURE COMMUNICATIONS, LEADERSHIP & POLICY
Performance Standards

Content Standard 5.0: Written Communications/Journalism/Public Relations:
Students will develop effective written communication skills to be used in occupational, social and civic settings.

Performance Standard 5.3 Students will demonstrate the basics of group correspondence.	
EXCEEDS STANDARD	<ul style="list-style-type: none">Send correspondence to a public official regarding an agriculture issue.
MEETS STANDARD	<ul style="list-style-type: none">5.3.1 Write a "thank you" letter.5.3.2 Explain the benefits of quality group correspondence.5.3.3 Demonstrate appropriate correspondence etiquette.5.3.4 Write a letter of invitation to a civic, occupational and/or social event.
APPROACHES STANDARD	<ul style="list-style-type: none">List the types of correspondence used in group settings.

Nevada Academic Standards Correlation:
English: 1.0, 6.0, 7.0, 8.0

AGRICULTURE COMMUNICATIONS, LEADERSHIP & POLICY
Performance Standards

Content Standard 5.0: Written Communications/Journalism/Public Relations:
 Students will develop effective written communication skills to be used in occupational, social and civic settings.

Performance Standard 5.4 Students will demonstrate the basics of writing for employment.	
EXCEEDS STANDARD	<ul style="list-style-type: none"> Participate in a CDE above the FFA Chapter level that requires employment writing. Develop a personal employment portfolio.
MEETS STANDARD	5.4.1 Develop a cover letter for a résumé. 5.4.2 Build a résumé. 5.4.3 Complete a job application. 5.4.4 Create a follow-up letter after a job interview. 5.4.5 Write a letter regarding a customer service issue. 5.4.6 Write a letter of grievance to their supervisor.
APPROACHES STANDARD	<ul style="list-style-type: none"> List the written items needed for seeking employment.

Nevada Academic Standards Correlation:

Math: 1.0, 3.0, 6.0

English: 1.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0

AGRICULTURE COMMUNICATIONS, LEADERSHIP & POLICY
Performance Standards

Content Standard 5.0: Written Communications/Journalism/Public Relations:
Students will develop effective written communication skills to be used in occupational, social and civic settings.

Performance Standard 5.5 Students will demonstrate the basics of technical writing.	
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Develop a portfolio of the various technical writing(s) in the agriculture industry. • Attend an agriculture-based seminar and write a summary.
MEETS STANDARD	5.5.1 Write a summation of an article from an agriculture publication. 5.5.2 Write a business agreement for their SAE (Supervised Agriculture Experience). 5.5.3 Write a set of directions for a procedure. 5.5.4 Write a summary of an agriculture television or radio broadcast.
APPROACHES STANDARD	<ul style="list-style-type: none"> • Recognize the importance of technical writing. • List the types of technical writing used in agriculture.

Nevada Academic Standards Correlation:
 Math: 1.0, 2.0, 3.0, 4.0, 6.0, 7.0, 8.0, 9.0
 Science: 22.0, 24.0
 English: 1.0, 2.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0

AGRICULTURE COMMUNICATIONS, LEADERSHIP & POLICY
Performance Standards

Content Standard 5.0: Written Communications/Journalism/Public Relations:
Students will develop effective written communication skills to be used in occupational, social and civic settings.

Performance Standard 5.6 Students will demonstrate the basics of page layout and design.	
EXCEEDS STANDARD	<ul style="list-style-type: none">• Publish and distribute an agriculture publication.
MEETS STANDARD	5.6.1 Identify the proper techniques used in publication layout and design. 5.6.2 Manually design and layout a publication, (brochure, newsletter, poster, advertisement, etc.). 5.6.3 Design and layout a publication using electronic media.
APPROACHES STANDARD	<ul style="list-style-type: none">• List the steps of page layout and design.

Nevada Academic Standards Correlation:

Math: 1.0, 2.0, 3.0, 4.0, 6.0, 9.0

Science: 12.0, 22.0

English: 6.0, 7.0, 9.0

AGRICULTURE COMMUNICATIONS, LEADERSHIP & POLICY
Performance Standards

Content Standard 6.0: Mass Media: Students will be able to identify various channels of mass media communication and apply its uses in the agriculture industry.

Performance Standard 6.1 Students will explore the importance of/and impact of mass media on the agriculture industry.	
EXCEEDS STANDARD	<ul style="list-style-type: none"> Research and present effective uses of the mass media in relation to the agriculture industry. Participate in a Career Development Event (“CDE”) that incorporates the use of mass media.
MEETS STANDARD	6.1.1 Identify and describe the mass media areas as they pertain to agriculture. (Internet, print, television, radio). 6.1.2 Analyze the impact of the various mass media outlets and their relationship to the agriculture industry. 6.1.3 Research and present on one (1) area of the mass media as it relates to agriculture. 6.1.4 Research the use of advertising in agriculture. 6.1.5 Explore current communication technology.
APPROACHES STANDARD	<ul style="list-style-type: none"> Describe the use of mass media outlets in relation to the agriculture industry.

Nevada Academic Standards Correlation:

Math: 1.0, 2.0, 3.0, 4.0, 6.0, 8.0, 9.0

English: 2.0, 3.0, 4.0, 6.0, 7.0, 8.0, 9.0, 11.0

AGRICULTURE COMMUNICATIONS, LEADERSHIP & POLICY
Performance Standards

Content Standard 6.0: **Mass Media: Students will be able to identify various channels of mass media communication and apply its uses in the agriculture industry.**

Performance Standard 6.2 Students will utilize the Internet in agriculture communication.	
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Create a Web site for an agriculture project. • Set up and use an e-mail list for chapter operations.
MEETS STANDARD	6.2.1 Examine the use of the internet for agriculture communications. 6.2.2 Be able to create and manipulate (forwarding, attachments, etc.) e-mails for communication. 6.2.3 Construct a Web page with text and images by using e-mail, file transfers and/or file sharing. 6.2.4 Research an agriculture issue using the Internet. 6.2.5 Utilize the Internet for proper and ethical purposes.
APPROACHES STANDARD	<ul style="list-style-type: none"> • Describe the use of the internet for agriculture communication. • Use e-mail and the Internet.

Nevada Academic Standards Correlation:

Math: 1.0, 2.0, 3.0, 4.0, 6.0, 9.0

Science: 17.0, 18.0

English: 2.0, 3.0, 4.0, 6.0, 7.0, 8.0, 9.0, 11.0

AGRICULTURE COMMUNICATIONS, LEADERSHIP & POLICY
Performance Standards

Content Standard 6.0: **Mass Media: Students will be able to identify various channels of mass media communication and apply its uses in the agriculture industry.**

Performance Standard 6.3 Students will develop print, broadcast and electronic media projects.	
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Prepare an electronic media portfolio. • Produce a video, print/electronic publication and/or radio broadcast. • Participate in a career development event that incorporates print broadcast and/or electronic media.
MEETS STANDARD	6.3.1 Compare and contrast the print, broadcast and electronic media for agriculture communications. 6.3.2 Write and format a press release for Internet release, (e.g., e-mail). 6.3.3 Write and format a public service announcement for broadcast media. 6.3.4 Write a press release for the print media. 6.3.5 Develop an electronic media presentation. 6.3.6 Prepare an advertisement script for a radio broadcast. 6.3.7 Prepare a storyboard for video advertisement.
APPROACHES STANDARD	<ul style="list-style-type: none"> • Outline the use of the print, broadcast and electronic media for agriculture communications.

Nevada Academic Standards Correlation:

Math: 1.0, 2.0, 3.0, 6.0, 9.0

English: 1.0, 4.0, 5.0, 6.0, 7.0, 9.0

AGRICULTURE COMMUNICATIONS, LEADERSHIP & POLICY
Performance Standards

Content Standard 7.0: Human Relations: Students will identify traits associated with a positive self-concept and relationships with others in occupational, social and civic settings.

Performance Standard 7.1 Students will discuss the importance and ingredients of self-concept.	
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Use a prescribed strategy to develop a positive self-concept.
MEETS STANDARD	<p>7.1.1 Investigate the factors that affect the development of self-concept.</p> <p>7.1.2 Describe the characteristics of people of having a high self-concept.</p> <p>7.1.3 Identify the characteristics of their personal self-concept.</p> <p>7.1.4 Explore personal ethics as related to self-concept.</p>
APPROACHES STANDARD	<ul style="list-style-type: none"> • Be aware of the importance of positive self-concept.

Nevada Academic Standards Correlation:
 Science: 7.0

AGRICULTURE COMMUNICATIONS, LEADERSHIP & POLICY
Performance Standards

Content Standard 7.0: Human Relations: Students will identify traits associated with a positive self-concept and relationships with others in occupational, social and civic settings.

Performance Standard 7.2 Students will demonstrate the importance of self-concept in social, occupational and civic settings.	
EXCEEDS STANDARD	<ul style="list-style-type: none">• Serve as an FFA Chapter Officer.
MEETS STANDARD	7.2.1 Recognize the conditions needed to empower self-confidence in social, occupational and civic settings. 7.2.2 Model positive self-concepts and learn to mitigate negative behaviors.
APPROACHES STANDARD	<ul style="list-style-type: none">• List positive behaviors and how they influence self-concept.

Nevada Academic Standards Correlation:
Science: 7.0

AGRICULTURE COMMUNICATIONS, LEADERSHIP & POLICY
Performance Standards

Content Standard 7.0: Human Relations: Students will identify traits associated with a positive self-concept and relationships with others in occupational, social and civic settings.

Performance Standard 7.3 Students will compare diversity in relationships.	
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Make a presentation on a different culture's agriculture. • Participate in a FFA Chapter mentoring program.
MEETS STANDARD	<p>7.3.1 Identify steps in dealing with conflict resolution.</p> <p>7.3.2 Compare cultural diversity and how it affects agriculture.</p> <p>7.3.3 Identify how special populations have been integrated into the agriculture industry.</p> <p>7.3.4 Define opportunities within the FFA that incorporates diversity.</p>
APPROACHES STANDARD	<ul style="list-style-type: none"> • List the different cultures that have contributed to the agriculture industry within Nevada.

Nevada Academic Standards Correlation:

Math: 9.0

English: 1.0, 4.0, 10.0

AGRICULTURE COMMUNICATIONS, LEADERSHIP & POLICY
Performance Standards

Content Standard 8.0: Agriculture Policy: Students will examine the developmental process of political and government policy issues related to the agriculture industry.

Performance Standard 8.1 Students will demonstrate the principles of effective meeting management.	
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Serve as chairman during a meeting. • Participate in a parliamentary procedure demonstration above the FFA Chapter level.
MEETS STANDARD	<p>8.1.1 Chart the historical development of meeting rules of order, (Parliamentary Procedures, Robert's Rules of Order, etc.).</p> <p>8.1.2 Discuss the differences in the rules of order for various organizations and groups.</p> <p>8.1.3 Identify differences in agenda structures based on the type of meeting.</p> <p>8.1.4 Identify the proper methods for recording the minutes of a meeting.</p> <p>8.1.5 Identify the proper room arrangement for various meeting types.</p> <p>8.1.6 Identify the proper audio/visual equipment used in different types of meeting.</p> <p>8.1.7 Manage a meeting using the appropriate rules of order.</p>
APPROACHES STANDARD	<ul style="list-style-type: none"> • Demonstrate an awareness of the rules of order used in meetings. • Participate in a parliamentary procedure demonstration in class.

Nevada Academic Standards Correlation:
 Math: 5.0, 8.0, 9.0
 English: 4.0, 10.0

AGRICULTURE COMMUNICATIONS, LEADERSHIP & POLICY
Performance Standards

Content Standard 8.0: Agriculture Policy: Students will examine the developmental process of political and government policy issues related to the agriculture industry.

Performance Standard 8.2 Students will investigate local and political agriculture policy issues.	
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Present a local Agriculture Issues Forum above the FFA Chapter level. • Participate in a Farm Bureau Discussion Meet.
MEETS STANDARD	<p>8.2.1 Identify five (5) local non-agriculture policy issues.</p> <p>8.2.2 Identify five (5) local agriculture policy issues.</p> <p>8.2.3 Document the progression of a local agriculture policy issue.</p> <p>8.2.4 Present a solution/outcome to a local agriculture policy issue based on research.</p> <p>8.2.5 Prepare a paper on the pros and cons of an agriculture policy issue.</p>
APPROACHES STANDARD	<ul style="list-style-type: none"> • List agriculture and non-agriculture policy issues that affect their local area.

Nevada Academic Standards Correlation:

Math: 6.0, 7.0, 8.0, 9.0

Science: 17.0, 18.0

English: 1.0, 2.0, 3.0, 4.0, 6.0, 7.0, 8.0, 9.0

AGRICULTURE COMMUNICATIONS, LEADERSHIP & POLICY
Performance Standards

Content Standard 8.0: Agriculture Policy: Students will examine the developmental process of political and government policy issues related to the agriculture industry.

Performance Standard 8.3 Students will identify the steps of the political process.	
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Organize a political campaign. • Actively participate in the political process. • Register to vote at the appropriate age.
MEETS STANDARD	<p>8.3.1 Identify the steps of how laws are made on all levels of government.</p> <p>8.3.2 Identify the steps to serving as a public official.</p> <p>8.3.3 Chart the process of a political campaign.</p> <p>8.3.4 Identify the appropriate etiquette used in political settings.</p> <p>8.3.5 Identify how citizens can become active in the political process.</p> <p>8.3.6 List the local and state elected officials.</p> <p>8.3.7 Identify the sources available for examination of public policy.</p>
APPROACHES STANDARD	<ul style="list-style-type: none"> • Recognize the steps in the political process. • List the local elected offices.

Nevada Academic Standards Correlation:
 Math: 5.0, 9.0
 English: 1.0, 4.0, 8.0

AGRICULTURE COMMUNICATIONS, LEADERSHIP & POLICY
Performance Standards

Content Standard 8.0: Agriculture Policy: Students will examine the developmental process of political and government policy issues related to the agriculture industry.

Performance Standard 8.4 Students will identify the various organizations involved in agriculture policy.	
EXCEEDS STANDARD	<ul style="list-style-type: none"> Attend a meeting of an agriculture interest group.
MEETS STANDARD	8.4.1 Identify local policy-making agencies. 8.4.2 Define differences in agriculture interest groups and organizations. 8.4.3 Identify how agriculture interest groups influence policy. 8.4.4 Present ways in which citizens can contribute through agriculture interest groups.
APPROACHES STANDARD	<ul style="list-style-type: none"> List agriculture interest groups.

Nevada Academic Standards Correlation:
 English: 1.0, 4.0, 6.0, 7.0, 8.0, 9.0

AGRICULTURE COMMUNICATIONS, LEADERSHIP & POLICY
Performance Standards

Content Standard 8.0: Agriculture Policy: Students will examine the developmental process of political and government policy issues related to the agriculture industry.

Performance Standard 8.5 Students will examine legal and ethical aspects of agriculture policy.	
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Research and present findings on a breach of agriculture policy. • Research and present findings on how agriculture policy has improved a local community.
MEETS STANDARD	<p>8.5.1 Discuss the legal/ethical procedures used in a policy-making meeting.</p> <p>8.5.2 Discuss the code of ethics that elected officials must follow and the ramifications for failure to do so.</p> <p>8.5.3 Identify the importance of organizational bylaws/constitutions used within agriculture organizations.</p>
APPROACHES STANDARD	<ul style="list-style-type: none"> • Be aware of organizational bylaws. • Be aware of FFA Chapter bylaws and constitution. • Discuss laws and ethics of agriculture policy.

Nevada Academic Standards Correlation:

Math: 6.0, 8.0

Science: 18.0

English: 5.0, 10.0

AGRICULTURE COMMUNICATIONS, LEADERSHIP & POLICY
Supervised Agriculture Experience

Content Standard 9.0: Students will explain the relationship between a Supervised Agriculture Experience (SAE) and their preparation for a career in agriculture business.

Performance Standard 9.1 Students will actively engage in and manage an SAE, which enables them to develop work-based skills.	
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Qualify for the Silver State FFA Degree. • Develop a career plan for accomplishing occupational objectives.
MEETS STANDARD	9.1.1 Identify and describe a career interest in agriculture business or related occupation. 9.1.2 Actively participate in and manage an individual SAE. 9.1.3 Keep accurate records as prescribed by the Nevada State FFA policies and procedures. 9.1.4 Show progress with individual achievement and growth in a SAE.
APPROACHES STANDARD	<ul style="list-style-type: none"> • Define SAE. • Plan an individual SAE. • Differentiate between the types of SAE.

Nevada Academic Standards Correlation:
 Not Applicable

AGRICULTURE COMMUNICATIONS, LEADERSHIP & POLICY
Leadership/FFA

Content Standard 10.0: Students will recognize the importance of leadership skills including interpersonal relations, group management, and communication.

Performance Standard 10.1 Students will recognize the traits of effective leaders and participate in leadership training through involved participation in the FFA.	
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Apply for an office. • Perform a speech for six to eight minutes on an agriculture business-related topic. • Serve on or chair a standing committee. • Demonstrate ten procedures of Parliamentary Law. • Participate in a Career Development Event above the local level.
MEETS STANDARD	<p>10.1.1 Recognize opportunities in high wage, high skill agriculture business careers.</p> <p>10.1.2 Demonstrate appropriate attitudes and behaviors for effective leadership.</p> <p>10.1.3 Describe the types of individuals who emerge as a group's leader.</p> <p>10.1.4 Explain the importance of verbal and nonverbal communication skills in leadership.</p> <p>10.1.5 Select qualities of an effective leader.</p> <p>10.1.6 Describe technical leadership qualities and skills.</p>
APPROACHES STANDARD	<ul style="list-style-type: none"> • Identify opportunities in high wage, high skill agriculture business careers. • Identify technical leadership qualities and skills. • Explain the qualities of a good leader. • Differentiate between verbal and nonverbal communication skills in leadership.

Nevada Academic Standards Correlation:
English: 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0, 11.0

AGRICULTURE COMMUNICATIONS, LEADERSHIP & POLICY
Employability Standard

Content Standard 11.0: Students shall achieve competence in workplace readiness, career development, and lifelong learning.

Performance Standard 11.1 Students shall demonstrate problem-solving skills.

EXCEEDS STANDARD	<ul style="list-style-type: none">• Solve three problems using the seven steps of problem solving.• Incorporate problem-solving skills through a Career Development Event in FFA.
MEETS STANDARD	11.1.1 List and describe the seven steps to problem solving. 11.1.2 Identify leadership styles used in problem solving. 11.1.3 Demonstrate brainstorming techniques. 11.1.4 Examine and explain the advantages and disadvantages of alternative solutions to one or more problems. 11.1.5 Create an action plan based upon a solution to a work-related problem. 11.1.6 Identify the benefits of solving a work-related problem.
APPROACHES STANDARDS	<ul style="list-style-type: none">• Explain the importance of problem solving.

Nevada Academic Standards Correlation:
English: 3.0, 4.0, 5.0, 6.0, 7.0, 10.0

AGRICULTURE COMMUNICATIONS, LEADERSHIP & POLICY
Employability Standard

Content Standard 11.0: Students shall achieve competence in workplace readiness, career development, and lifelong learning.

Performance Standard 11.2 Students shall demonstrate critical-thinking skills.

<p style="text-align: center;">EXCEEDS STANDARD</p>	<ul style="list-style-type: none"> • Demonstrate critical-thinking skills in a Career Development Event. • Demonstrate the skills necessary to identify, analyze, and offer solutions for agriculture business issues. • Formulate, implement, and evaluate an action plan.
<p style="text-align: center;">MEETS STANDARD</p>	<p>11.2.1 Demonstrate critical-thinking skills through the planning and implementation of their SAE program.</p> <p>11.2.2 List and describe the skills necessary to identify, analyze, and offer solutions for agriculture business issues.</p> <p>11.2.3 Use critical-thinking processes to support solving problems and making decisions.</p> <p>11.2.4 Demonstrate critical-thinking skills necessary in the workplace.</p> <p>11.2.5 Explain how emotional thinking and logical thinking affect decision-making in the workplace.</p> <p>11.2.6 Explain the difference between reliable and unreliable observations and statements of facts.</p> <p>11.2.7 Recognize patterns or relationships through observation and discovery.</p>
<p style="text-align: center;">APPROACHES STANDARD</p>	<ul style="list-style-type: none"> • Identify the importance of critical-thinking skills in identifying, analyzing, and offering solutions for agriculture business issues.

Nevada Academic Standards Correlation:
English: 3.0, 6.0, 11.0

AGRICULTURE COMMUNICATIONS, LEADERSHIP & POLICY
Employability Standard

Content Standard 11.0: Students shall achieve competence in workplace readiness, career development, and lifelong learning.

Performance Standard 11.3 Students shall demonstrate the ability to speak, write, and listen effectively.	
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Identify ways to adapt their communication style to that of others. • Describe and use techniques to improve listening, reading, writing, speaking, and nonverbal communication skills. • Explain assertive communication.
MEETS STANDARD	<p>11.3.1 Recognize and overcome communication barriers.</p> <p>11.3.2 Describe characteristics of four communication styles.</p> <p>11.3.3 Discuss the importance of self-communication and interpersonal communication.</p> <p>11.3.4 Identify, research, prepare, and present an agriculture business-related speech.</p> <p>11.3.5 Explain the benefits of effective communication skills in the workplace.</p> <p>11.3.6 Effectively interpret and respond to verbal and nonverbal messages.</p> <p>11.3.7 Demonstrate proper telephone etiquette.</p> <p>11.3.8 Effectively communicate thoughts, ideas, and information in writing.</p> <p>11.3.9 Organize ideas and communicate orally; is able to effectively demonstrate job skills to others.</p> <p>11.3.10 Locate, understand, and interpret written information in documents such as manuals, graphs, and schedules.</p> <p>11.3.11 Select and utilize an appropriate medium for conveying messages with dignity and respect.</p> <p>11.3.12 Organize information into the appropriate format in accordance with standard practices, which includes prewriting, drafting, proofreading, editing/revising, and preparing a final copy.</p> <p>11.3.13 Demonstrate sensitivity to cultural diversity in communication.</p> <p>11.3.14 Identify common communication barriers and methods for improving communication.</p>
APPROACHES STANDARD	<ul style="list-style-type: none"> • Define communications. • Explain the relationship between communication and leadership. • Explain the purpose of communication. • Explain the communication process.

Nevada Academic Standards Correlation:
English: 2.0, 4.0, 5.0, 6.0, 7.0, 9.0, 10.0, 11.0

AGRICULTURE COMMUNICATIONS, LEADERSHIP & POLICY
Employability Standard

Content Standard 11.0: Students shall achieve competence in workplace readiness, career development, and lifelong learning.

Performance Standard 11.4 Students shall demonstrate the ability to select, apply, and maintain appropriate technology.	
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Complete a computer-based application for an FFA awards program. • Complete a computer-based record book program. • Conduct agriculture research using print, multimedia, and Internet resources and use graphs, charts, and/or diagrams to describe trends related to the topic.
MEETS STANDARD	<p>11.4.1 Operate a database program as it relates to agriculture business.</p> <p>11.4.2 Operate a spreadsheet application related to agriculture business.</p> <p>11.4.3 Operate a word-processing program.</p> <p>11.4.4 Construct a multimedia presentation.</p> <p>11.4.5 Access and demonstrate use of the Internet by accessing and exploring the Nevada State Agriculture Web site and related agriculture business sites.</p> <p>11.4.6 Demonstrate ability to utilize basic keyboarding techniques.</p> <p>11.4.7 Demonstrate ability to utilize other input devices.</p> <p>11.4.8 Demonstrate ability to utilize various electronic research methods.</p> <p>11.4.9 Demonstrate knowledge of the basic technology systems currently available and how they apply to your field.</p> <p>11.4.10 Investigate and explain the use, benefits, and costs of technological developments in the workplace and school.</p> <p>11.4.11 Identify and demonstrate the appropriate use of technology to enhance the efficiency of the workplace and school.</p> <p>11.4.12 Demonstrate routine maintenance and repair of technological equipment.</p>
APPROACHES STANDARD	<ul style="list-style-type: none"> • Recognize the importance of information technology in agriculture. • List and describe the types of applications used in information technology.

Nevada Academic Standards Correlation:
English: 8.0, 9.0, 10.0, 11.0

AGRICULTURE COMMUNICATIONS, LEADERSHIP & POLICY
Employability Standard

Content Standard 11.0: Students shall achieve competence in workplace readiness, career development, and lifelong learning.

Performance Standard 11.5 Students shall demonstrate leadership and teamwork skills.

EXCEEDS STANDARD	<ul style="list-style-type: none"> • Demonstrate ten procedures of parliamentary law. • Lead a group discussion. • Analyze five stages of group development.
MEETS STANDARD	<p>11.5.1 Participate in a group-panel discussion.</p> <p>11.5.2 Participate in one of the seven FFA leadership development conferences.</p> <p>11.5.3 Demonstrate five procedures of parliamentary law.</p> <p>11.5.4 Participate in planning and conducting at least three official functions in the FFA Chapter Program of Activities.</p> <p>11.5.5 Explain the importance of democratic group leadership.</p> <p>11.5.6 Describe the characteristics of functional, task, and informal groups.</p> <p>11.5.7 Work cooperatively with others when given a group project.</p> <p>11.5.8 Explain traits necessary to effectively lead and influence individuals and groups.</p> <p>11.5.9 Demonstrate appropriate attitudes and behaviors for effective leadership.</p> <p>11.5.10 Demonstrate respect for team members, team processes, and team goals.</p> <p>11.5.11 Participate in the implementation of a group's decision and evaluate the results.</p> <p>11.5.12 Demonstrate the qualities of an effective leader and team member.</p> <p>11.5.13 Describe the importance of a proper dress code.</p>
APPROACHES STANDARD	<ul style="list-style-type: none"> • Explain the importance of groups. • Explain how to organize groups. • Participate in FFA activities at the local level.

Nevada Academic Standards Correlation:
Not Applicable

AGRICULTURE COMMUNICATIONS, LEADERSHIP & POLICY
Employability Standard

Content Standard 11.0: Students shall achieve competence in workplace readiness, career development, and lifelong learning.

Performance Standard 11.6 Students shall demonstrate sound workplace ethics.	
EXCEEDS STANDARD	<ul style="list-style-type: none"> Model the eleven points of FFA Code of Ethics while participating in school, community, or FFA activities.
MEETS STANDARD	<p>11.6.1 Identify and understand the eleven points to the FFA code of Ethics.</p> <p>11.6.2 Develop personal work ethics through participation in their SAE.</p> <p>11.6.3 Discuss the importance of ethics practiced in the workplace.</p> <p>11.6.4 Develop personal work ethics through work experience.</p> <p>11.6.5 Describe the importance of ethics practiced in the workplace.</p> <p>11.6.6 Demonstrate regular attendance, promptness, and the willingness to follow instructions and complete an assigned task.</p> <p>11.6.7 Demonstrate appropriate personal and professional attitudes and behaviors.</p> <p>11.6.8 Maintain a safe, clean, and organized work area.</p> <p>11.6.9 Demonstrate awareness of legal responsibilities related to individual performance, safety, and customer satisfaction.</p> <p>11.6.10 Demonstrate knowledge of various types of harassment.</p>
APPROACHES STANDARD	<ul style="list-style-type: none"> List the important ethics in the workplace.

Nevada Academic Standards Correlation:
 Not Applicable

AGRICULTURE COMMUNICATIONS, LEADERSHIP & POLICY
Employability Standard

Content Standard 11.0: Students shall achieve competence in workplace readiness, career development, and lifelong learning.

Performance Standard 11.7 Students shall demonstrate the ability to effectively manage resources in high-performance workplaces.	
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Discuss the factors that affect the development of resources in high-performance workplaces. • Hold an office or position in the agriculture business or FFA program.
MEETS STANDARD	<p>11.7.1 Identify the important resources needed in a workplace.</p> <p>11.7.2 Develop skills in evaluating themselves and others in a workplace environment.</p> <p>11.7.3 Discuss the importance of managing resources in high-performance workplaces.</p> <p>11.7.4 Identify and organize the human resources needed to complete a job assignment.</p> <p>11.7.5 Identify and organize the material resources and space requirements needed to complete a job assignment.</p> <p>11.7.6 Effectively use the highest available technology to complete a job assignment.</p> <p>11.7.7 Demonstrate cooperation and leadership in a team at school or in a workplace setting.</p> <p>11.7.8 Use the basic components of effective time management.</p> <p>11.7.9 Recognize the need for management skills in the workplace with regard to stress, anger management, and substance abuse.</p> <p>11.7.10 Estimate costs and prepare a detailed work order for an agriculture business.</p> <p>11.7.11 Develop a time schedule and prioritized task list to complete a job assignment.</p>
APPROACHES STANDARD	<ul style="list-style-type: none"> • Define “high-performance workplace.” • Discuss the ingredients and resources included in managing resources in high-performance workplaces.

Nevada Academic Standards Correlation:
 Not Applicable

AGRICULTURE COMMUNICATIONS, LEADERSHIP & POLICY
Employability Standard

Content Standard 11.0: Students shall achieve competence in workplace readiness, career development, and lifelong learning.

Performance Standard 11.8 Students shall demonstrate career planning and development skills.	
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Develop a plan to match careers with their personal characteristics. • Utilize the resources found in the Career Information System to describe careers in an agriculture business. • Construct a career portfolio. • Participate in a job interview.
MEETS STANDARD	<p>11.8.1 Develop an employment resume.</p> <p>11.8.2 Complete a sample job application.</p> <p>11.8.3 Undergo a mock employment interview.</p> <p>11.8.4 Demonstrate career planning through the development of their SAE.</p> <p>11.8.5 Prepare a job application and personal resume.</p> <p>11.8.6 Complete a personal aptitude and interest inventory.</p> <p>11.8.7 Establish short-term and long-term career goals.</p> <p>11.8.8 Use the Nevada Career Information System or a similar computer-based program to research careers in a chosen field.</p> <p>11.8.9 Participate in an organized job-shadowing and community service activity.</p>
APPROACHES STANDARD	<ul style="list-style-type: none"> • Differentiate between work, job, occupation, and career. • Explain the diversity of agriculture education job placement. • List sources used in finding employment.

Nevada Academic Standards Correlation:
 Not Applicable

AGRICULTURE COMMUNICATIONS, LEADERSHIP & POLICY
Employability Standard

Content Standard 11.0: Students shall achieve competence in workplace readiness, career development, and lifelong learning.

Performance Standard 11.9 Students shall demonstrate job-retention and lifelong-learning skills.	
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Discuss how to merit employment promotions. • Develop a portfolio based on participation in SAE and leadership activities. • Participate in a school-based enterprise. • Maintain an employment/career portfolio.
MEETS STANDARD	<p>11.9.1 Identify and develop employability skills.</p> <p>11.9.2 Discuss and develop employable personal management skills.</p> <p>11.9.3 Discuss and develop employable academic and technical skills.</p> <p>11.9.4 Identify strategies for balancing work and family roles.</p> <p>11.9.5 Demonstrate understanding of the need for lifelong learning in a rapidly changing job market.</p> <p>11.9.6 Identify strategies to maintain employment in the face of job reductions.</p> <p>11.9.7 Develop long-term career planning strategies.</p> <p>11.9.8 Identify various educational options needed for job advancement.</p> <p>11.9.9 Demonstrate interpersonal skills needed for job retention.</p> <p>11.9.10 Identify and model sound workplace ethics, such as loyalty, punctuality, and initiative.</p>
APPROACHES STANDARD	<ul style="list-style-type: none"> • Explain the importance of positive response to authority. • Explain the proper procedure for leaving employment.

Nevada Academic Standards Correlation:
 Not Applicable

Crosswalk of Leadership, Communication & Policy Standards and Mathematical Academic Standards

Performance Indicators	Mathematical Academic Standards
3.1.2, 5.4.3, 5.5.2, 5.5.3, 5.6.2, 5.6.3, 6.1.4, 6.2.3, 6.3.6, 6.3.7	1.12.3 Apply the properties and theories of the real number system to everyday situations.
3.1.2	1.12.5 Perform simple operations on matrices .
3.1.2, 5.5.3, 5.6.2, 5.6.3	2.12.2 Represent and solve problems using discrete structures including graphs and matrices, with and without technology.
3.1.2	2.12.3 Create and use different forms of a variety of equations, proportions, and/or formulas (e.g., $I=PRT$ or $R=I/PT$), solving for the needed variable as necessary in given situations.
1.2.1, 1.2.2, 1.3.1, 1.4.1, 1.4.2, 3.1.2, 5.5.3, 5.6.2, 5.6.3, 6.1.4, 6.2.3, 6.3.6, 6.3.7	2.12.5 Model practical problems from everyday situations with a variety of models that includes matrices, translating among tabular, symbolic and graphical representations of functions, with and without technology.
3.1.2, 5.5.3	2.12.6 Determine the domain and range of linear relations given a graph or a set of ordered pairs ; explain their importance in problem-solving situations.
5.5.3, 5.6.2, 5.6.3, 6.1.4, 6.2.3, 6.3.6, 6.3.7	3.12.1 Convert between customary and metric systems; convert among monetary systems.
3.1.2, 5.5.2, 5.5.3, 5.6.2, 5.6.3, 6.1.4, 6.2.3, 6.3.6, 6.3.7	3.12.2 Select and use measurement tools, techniques, and formulas to calculate and compare rates, cost, distances, interest, temperatures, and weight/mass.
3.1.2, 5.5.3, 5.6.2, 5.6.3, 6.1.4, 6.2.3, 6.3.6, 6.3.7	3.12.3 Distinguish and differentiate among the structures, language and uses of systems of measures (e.g., linear, square units, cubic units); justify and communicate the differences between accuracy, precision, error, and tolerance in measurement; describe how each of these can affect solutions found in problem situations.
3.1.2, 5.4.3, 5.5.2, 5.5.3, 6.1.4, 6.2.3, 6.3.6, 6.3.7	3.12.4 Use and interpret consumer data (e.g., amortization tables , tax tables, and compound interest charts) to make informed financial decisions related to practical applications such as budget.
3.1.2, 5.6.2, 5.6.3, 6.2.3	3.12.5 Use relationships (e.g., proportions) and formulas (indirect measurement) to determine the measurement of unknown dimensions, angles, areas, and volumes to solve problems.
5.6.2, 5.6.3, 6.2.3	4.12.1 Identify and use the properties of polygons (including interior and exterior angles) and elements of circles (e.g., angles, arcs, chords , secants and tangents) to solve practical problems.
5.6.2, 5.6.3, 6.2.3	4.12.8 Use tools, technology, and models to sketch, draw, and construct geometric figures in order to solve problems and to demonstrate the properties of geometric figures.
1.4.1, 1.4.2, 3.1.2, 5.5.2, 5.5.3, 6.6.2, 5.6.3, 6.1.4, 6.2.3, 6.3.6, 6.3.7	4.12.9 Construct, justify and defend mathematical conclusions using logical, sequential, deductive reasoning supported by established mathematical principles.
1.3.1, 1.3.3, 1.4.1, 8.1.1, 8.3.3	5.12.1 Use calculators and computers to create and manipulate tables, graphs, and matrices to communicate statistical information; use the shape of graphs of normal distributions to compare and analyze information.
3.1.2, 3.1.3	5.12.4 Select and use the measures of central tendency such as mean, median, mode and variability including range,

	distribution and possible outliers that are appropriate for given situations.
3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5	5.12.5 Analyze the validity of statistical conclusions noting various sources of bias, misuse, and abuse of data caused by a wide variety of factors including choices of scale, probability versus odds, inappropriate uses of measures of central tendency, inaccurate curve fitting and inappropriate uses of controls or sample groups.
3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5	5.12.6 Design, construct, analyze, and select an appropriate type of graph to represent data to communicate the results of statistical experiments (e.g., write a survey question and analyze and communicate the findings).
1.4.1, 1.4.2, 5.4.1, 5.4.2, 5.4.3, 5.4.4, 5.4.5, 5.4.6, 5.5.3, 6.2.1, 6.2.2, 6.2.3, 6.2.4, 6.2.5, 8.2.4, 8.2.5, 8.5.1, 8.5.2, 8.5.3	6.2 Apply previous experience and knowledge to new problem-solving situations.
5.4.1, 5.4.2, 5.4.3, 5.4.4, 5.4.5, 5.4.6, 5.5.3, 8.2.4, 8.2.5, 8.5.1, 8.5.2, 8.5.3	6.5 Verify, interpret, and evaluate results with respect to the original problem situation, determining an efficient strategy for the given situation.
5.4.1, 5.4.2, 5.4.3, 5.4.4, 5.4.5, 5.4.6, 6.2.1, 6.2.2, 6.2.3, 6.2.4, 6.2.5, 8.2.4, 8.2.5	6.6 Try more than one strategy when the first strategy proves to be unproductive.
5.5.3, 6.1.2, 8.2.4, 8.2.5, 8.5.1, 8.5.2, 8.5.3	6.9 Generalize solutions and strategies from earlier problems to new problem situations.
5.5.3, 8.2.4, 8.2.5, 8.5.1, 8.5.2, 8.5.3	6.11 Apply combinations of proven strategies and previous knowledge to solve non-routine problems.
1.2.2, 1.4.2, 5.6.1, 5.6.2, 5.6.3, 6.2.1, 6.2.2, 6.2.3, 6.2.4, 6.2.5, 6.3.1, 6.3.2, 6.3.3, 6.3.4, 6.3.5, 6.3.6, 6.3.7, 8.2.4, 8.2.5	6.13 Use technology, including calculators, to solve problems and verify solutions.
1.2.2, 6.2.1, 6.2.2, 6.2.3, 6.2.4, 6.2.5, 8.2.4, 8.2.5	6.14 Use technology, including calculators, to investigate, define, and describe quantitative relationships such as patterns and functions.
3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.2.1, 3.2.2, 3.2.3	7.2 Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems.
5.5.3, 8.2.4, 8.2.5	7.16 Express mathematical ideas and use them to define, compare, and solve problems orally and in writing.
6.1.2, 8.2.4, 8.2.5	8.3 Construct, justify, and defend mathematical conclusions using logical arguments, in situations related to mathematics, science, and technology.
3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 4.2.1, 4.2.2, 4.2.3, 8.2.4	8.5 Follow a logical argument and judge its validity.
1.4.1, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 4.2.1, 4.2.2, 4.2.3, 5.5.3, 8.2.4, 8.2.5	8.7 Recognize and apply deductive and inductive reasoning in both concrete and abstract contexts.
3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 5.1.5, 5.5.4, 8.1.2, 8.5.1, 8.5.2, 8.5.3	8.8 Ask questions to reflect on, clarify, and extend thinking.
1.4.1, 1.4.2, 5.5.3, 6.1.1, 6.1.2, 6.1.3, 6.1.4, 6.1.5, 6.3.1, 6.3.2, 6.3.3, 6.3.4, 6.3.5, 6.3.6, 6.3.7, 8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.1.5, 8.1.6, 8.1.7, 8.2.4, 8.2.5	9.1 Link new concepts to prior knowledge.
5.5.3, 6.3.1, 6.3.2, 8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.1.5, 8.1.6, 8.1.7, 8.3.3	9.3 Use models to explain the relationship of concepts to procedures.
1.3.3, 1.4.1, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 5.5.3, 5.6.1, 5.6.2, 5.6.3, 6.2.1, 6.2.2, 6.2.3, 6.2.4, 6.2.5, 6.3.1, 6.3.2, 6.3.3, 6.3.4, 6.3.5, 6.3.6, 6.3.7, 7.3.1, 8.2.4, 8.2.5	9.7 Apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g., rhythm in music and motion in science).

Crosswalk of Leadership, Communication & Policy Standards and Science Academic Standards

Performance Indicators	Science Academic Standards
2.3.3, 4.2.3, 7.1.1, 7.1.2, 7.1.3, 7.1.4	7.12.1 Investigate and describe how some broad patterns of behavior exhibited by animals have evolved to ensure survival of the species.
2.4.1, 2.4.2, 2.6.2, 4.2.3, 7.1.1, 7.1.2, 7.1.3, 7.1.4, 7.2.1, 7.2.2	7.12.2 Investigate and describe how plants and animals have mechanisms that allow them to respond to changes in their environment.
1.2.1, 1.4.1	16.12.1 Evaluate the consequences of changing patterns of resources use.
1.4.1	16.12.4 Analyze and describe the limitations of the Earth's ability to respond to stresses produced by human or natural activities.
1.4.1	16.12.5 Analyze and evaluate the effects that increases in human populations can cause (e.g., resource depletion and environmental degradation).
1.4.1, 6.2.4	17.12.1 Analyze and evaluate how consumption patterns, conservation efforts, and cultural or social practices in countries have varying environmental impacts.
1.4.1, 6.2.4, 8.2.4, 8.2.5	17.12.2 Investigate and describe how human actions may impact the dynamic equilibrium of global systems (e.g., global warming, ozone depletion).
6.2.4, 8.2.4, 8.2.5	17.12.4 Evaluate and describe actions which affect the global environment in terms of trade-offs that may have effects on local environments or economics.
2.6.2, 4.1.1, 4.1.3, 4.2.3	18.12.1 Explain that the scientific way of knowing uses a critique and consensus process (e.g., peer review, openness to criticism, logical argument, skepticism).
1.4.1, 6.2.5, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.2.5	18.12.2 Investigate and explain how research emphasis is influenced by economic and public policy.
1.4.2	18.12.5 Explain that technological problems create a demand for new scientific knowledge and new technologies which make it possible for scientists to extend their research in new ways or to undertake entirely new lines of research.
8.5.1, 8.5.2	18.12.7 Explain that scientists have ethical procedures, violations of which have consequences.
3.1.5	19.12.1 Identify and determine the credibility of sources of information based on the techniques used to gather that information.
3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5	19.12.4 Distinguish between hypotheses, laws, theories and rules, and explain the level of their limitations.
3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5	19.12.5 Determine the limits of generalizations, assumptions, analogies, and models.
3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5	20.12.2 Use models to identify and predict cause-effect relationships (e.g., effect of temperature on gas volume, effect of carbon dioxide level on the greenhouse effect).
3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5	20.12.4 Compare groups of data, taking into account both percentages and actual numbers.
3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5	21.12.3 Evaluate multiple explanations for the same evidence.
4.2.1, 4.2.3, 4.2.5, 5.6.2, 5.6.3	22.12.2 Use tables, charts, and graphs in making arguments and claims in oral and written presentations.
3.1.4, 4.2.1, 4.2.2, 4.2.3, 4.2.5, 5.5.1, 5.5.4	22.12.3 Discuss scientific topics by restating or summarizing accurately what others have said; ask for clarifications or elaborations, and express alternative positions using available multimedia resources.
5.5.3	24.12.3 Inspect, manipulate, and describe the functions of various parts of technical and scientific equipment.
5.5.3	24.12.4 Maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.
5.5.3	24.12.5 Write procedures for the investigation of delegated or original scientific problems.

Crosswalk of Leadership, Communication & Policy Standards and English Language Arts Standards

Performance Indicators	English Language Arts Academic Standards
2.2.2, 2.3.2, 2.4.1, 2.5.1, 2.5.3, 2.6.1, 3.2.2, 4.2.1, 4.2.5, 5.2.3, 5.2.4, 5.3.1, 5.3.4, 5.4.1, 5.4.2, 5.4.3, 5.4.4, 5.4.5, 5.4.6, 5.5.1, 5.5.2, 5.5.3, 5.5.4, 6.3.2, 6.3.3, 6.3.4, 7.3.4, 8.2.3, 8.2.5, 8.3.6, 8.4.2	1.12.3 Apply knowledge of Anglo-Saxon-, Greek-, and Latin-derived roots and affixes to determine the meaning of unknown vocabulary across the curriculum.
2.2.2, 2.3.2, 2.4.1, 2.5.1, 2.5.3, 2.6.1, 3.2.2, 4.2.1, 4.2.5, 5.2.3, 5.2.4, 5.3.1, 5.3.4, 5.4.1, 5.4.2, 5.4.3, 5.4.4, 5.4.5, 5.4.6, 5.5.1, 5.5.2, 5.5.3, 5.5.4, 6.3.2, 6.3.3, 6.3.4, 7.3.4, 8.2.3, 8.2.5, 8.3.6, 8.4.2	1.12.4 Discern subtle differences between closely related words (e.g., thin and slender); use references as necessary.
2.2.2, 2.3.2, 2.4.1, 2.5.1, 2.5.3, 2.6.1, 3.2.2, 4.2.1, 4.2.5, 5.2.3, 5.2.4, 5.3.1, 5.3.4, 5.4.1, 5.4.2, 5.4.3, 5.4.4, 5.4.5, 5.4.6, 5.5.1, 5.5.2, 5.5.3, 5.5.4, 6.3.2, 6.3.3, 6.3.4, 7.3.4, 8.2.3, 8.2.5, 8.3.6, 8.4.2	1.12.5 Apply knowledge of syntax and literary allusions to acquire an understanding of new words and to comprehend text.
1.4.1, 1.4.2, 2.5.2, 3.1.1, 3.1.3, 3.2.3, 5.2.2, 6.1.3, 6.1.4, 6.1.5	2.12.1 Refine pre-reading strategies such as accessing prior knowledge, predicting, previewing, and setting a purpose to ensure comprehension.
1.4.2, 3.1.2, 3.1.3, 3.2.3, 5.5.1, 6.2.4, 8.2.4, 8.2.5	2.12.2 Use specific repair strategies such as summarizing, clarifying ambiguities, and consulting other sources.
3.1.2, 3.2.3, 6.1.3, 6.2.4, 8.2.4, 8.2.5	2.12.3 Plan, monitor, and assess the strategies used to ensure comprehension of a variety of texts.
3.1.3, 3.2.3, 5.1.2, 6.1.2, 6.1.3, 6.2.4, 8.2.2	3.12.1 Analyze characters, plots, setting, themes, and points of view in any given piece of literature.
3.1.3, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5, 5.1.2, 6.2.4	3.12.2 Make inferences supported by the text regarding characters, plots, settings, and themes.
1.1.1, 1.3.1, 1.3.2, 1.3.3, 2.5.2	3.12.3 Analyze viewpoints and messages in relation to the historical and cultural context of recognized works of British, American, or world literature.
5.1.1, 6.2.4	3.12.4 Use textual evidence to analyze the theme or meaning of a selection.
4.1.2, 4.1.3, 5.1.2, 5.4.4, 5.4.5, 5.4.6	3.12.5 Analyze and evaluate ways authors use imagery, figures of speech, and sound to elicit reader response.
4.1.2, 4.1.3, 5.1.2, 5.2.1, 5.2.2	3.12.7 Analyze the effects of an author's choice of literary form.
4.1.2, 4.1.3, 4.2.1, 4.2.2, 4.2.3, 4.2.5, 5.1.2, 5.2.1, 5.2.2, 8.1.2, 8.2.3, 8.2.4, 8.2.5, 8.3.3, 8.4.3, 8.4.4	4.12.1 and 4.12.2 Analyze text features and rhetorical strategies of different types of primary source documents (e.g., policy statements, speeches, debates, diaries, platforms) and identify how authors use the features to achieve their purposes.
1.4.1, 2.1.2, 2.2.1, 2.2.3, 2.3.3, 2.5.2, 3.1.2, 3.1.3, 3.2.3, 4.2.1, 4.2.2, 4.2.3, 4.2.5, 5.4.4, 5.4.5, 5.4.6, 6.1.2, 6.1.3, 6.1.4, 6.1.5, 6.2.4, 6.3.1, 8.1.2, 8.2.3, 8.2.4, 8.2.5, 8.4.2, 8.4.3	4.12.3 Locate, organize, interpret, and synthesize information in multiple primary and secondary sources to support ideas and positions.
4.1.2, 4.1.3, 4.2.1, 5.1.2, 8.1.2, 8.2.3, 8.2.4, 8.2.5, 8.4.3, 8.4.4	4.12.4 Critique the power, logic, reasonableness, and audience appeal of arguments advanced in texts.
1.2.1, 1.3.1, 7.3.2, 7.3.3, 8.1.1, 8.1.2	4.12.5 Analyze how historical and cultural contexts influence the content and validity of informational texts.
5.5.3, 6.2.2, 6.2.3, 7.3.1	4.12.6 Read and apply multi-step directions to perform complex procedures and tasks.
3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5	5.12.1 Write a research paper that develops a thesis , contains information selected from at least ten sources, and conforms to a style manual.
5.5.2, 5.5.3, 8.5.3	5.12.2 Produce subject-specific technical writing, such as instructions for a shop project or field reports for science.

5.1.2, 5.5.1	5.12.3 Write reflective texts that draw comparisons between specific incidents and broader themes.
3.1.3, 4.2.1, 5.1.2, 5.5.1, 5.2.3, 5.2.4, 5.5.1, 5.5.4, 6.3.2	5.12.5 Write summaries or abstracts that distill large amounts of information into clear, concise prose .
4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5, 5.1.2, 5.4.4, 5.4.5, 5.4.6	5.12.6 Write persuasive texts that evaluate, interpret, or speculate using specific rhetorical devices to support assertions; clarify and defend positions with precise and relevant evidence.
4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5, 5.1.2, 5.3.1, 5.4.1, 5.4.4, 5.4.5, 5.4.6	6.12.1 Generate ideas for writing by selecting appropriate pre-writing strategies with attention to audience, purpose, and personal style.
2.2.3, 2.3.3, 2.5.2, 3.1.3, 4.2.1, 4.2.5, 6.3.1, 7.3.2, 8.2.4, 8.2.5	6.12.2 Organize ideas in compositions by selecting and applying structures such as comparison/contrast or cause/effect, which enhance the central idea, theme, or purpose.
3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 4.2.1, 5.4.2, 5.4.5, 5.4.6, 6.1.3, 6.3.3, 6.3.4, 6.3.5, 6.3.6, 6.3.7, 8.4.4	6.12.3 Write compositions that present complex ideas in a sustained and compelling manner.
3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 4.2.1, 5.2.2, 5.2.5, 5.4.2, 5.4.6, 5.5.1, 6.1.3, 6.3.1, 6.3.2, 6.3.3, 6.3.4, 6.3.5, 6.3.6, 6.3.7	6.12.4 Revise writing to improve word choice, organization, and point of view, using given criteria such as rubrics or feedback from others.
1.2.1, 2.2.3, 2.3.2, 2.3.3, 4.2.1, 5.2.3, 5.2.4, 5.4.1, 5.4.2, 5.4.4, 5.4.5, 5.4.6, 5.5.1, 5.5.2, 5.5.3, 5.6.2, 6.1.3, 6.2.3, 6.3.1, 6.3.2, 6.3.3, 6.3.4, 6.3.5, 6.3.6, 6.3.7, 8.2.4, 8.2.5, 8.4.4	6.12.5 Edit for use of standard English.
1.1.2, 1.2.1, 1.3.2, 2.2.2, 2.3.3, 2.5.2, 4.2.1, 5.2.3, 5.2.4, 5.3.1, 5.3.4, 5.4.1, 5.4.2, 5.4.3, 5.4.4, 5.4.5, 5.4.6, 5.5.1, 5.5.2, 5.5.3, 5.6.2, 6.1.3, 6.2.3, 6.3.1, 6.3.2, 6.3.3, 6.3.4, 6.3.5, 6.3.6, 6.3.7, 8.2.4, 8.2.5, 8.4.4	6.12.7 Share final drafts with a designated audience.
1.2.1, 2.2.2, 2.2.3, 2.3.2, 2.3.3, 2.4.2, 2.5.2, 4.2.1, 5.2.3, 5.2.4, 5.4.1, 5.4.2, 5.4.4, 5.4.5, 5.4.6, 5.5.1, 5.5.3, 5.5.4, 6.1.3, 6.3.1, 6.3.2, 6.3.3, 6.3.4, 6.3.5, 6.3.6, 6.3.7, 8.2.4, 8.2.5, 8.4.4	7.12.1 Apply the rules of usage, grammar, and capitalization with few significant errors; use modifiers, parallel structure, and subordination correctly in writing.
1.2.1, 2.2.2, 2.2.3, 2.3.2, 2.3.3, 2.4.2, 2.5.2, 4.2.1, 5.2.3, 5.2.4, 5.4.1, 5.4.2, 5.4.4, 5.4.5, 5.4.6, 5.5.1, 5.5.3, 5.5.4, 6.1.3, 6.3.1, 6.3.2, 6.3.3, 6.3.4, 6.3.5, 6.3.6, 6.3.7, 8.2.4, 8.2.5, 8.4.4	7.12.2 Use multiple structures such as inversion , parallelism , and sentences of varying lengths for stylistic effect.
1.1.1, 2.2.3, 2.3.3, 2.5.2, 4.2.1, 4.2.5, 5.2.3, 5.2.4, 5.3.1, 5.2.4, 5.4.1, 5.4.2, 5.4.4, 5.4.5, 5.4.6, 5.5.1, 5.5.3, 5.5.4, 5.6.2, 6.1.3, 6.2.3, 6.3.3, 6.3.4, 6.3.5, 6.3.6, 6.3.7, 8.2.4, 8.2.5, 8.4.4	7.12.3 Use rules of punctuation; manipulate conventions for emphasis in writing.
1.1.2, 1.2.1, 1.3.1, 2.2.2, 2.2.3, 2.3.2, 2.3.3, 2.4.2, 2.5.2, 4.2.1, 4.2.5, 5.2.3, 5.2.4, 5.3.1, 5.3.4, 5.4.1, 5.4.2, 5.4.3, 5.4.4, 5.4.5, 5.4.6, 5.6.2, 6.1.3, 6.2.3, 6.3.3, 6.3.4, 6.3.5, 6.3.6, 6.3.7, 8.2.4, 8.2.5, 8.4.4	7.12.4 Use rules of capitalization.
1.1.2, 1.2.1, 1.3.1, 2.2.2, 2.2.3, 2.3.2, 2.3.3, 2.4.2, 2.5.2, 4.2.1, 4.2.5, 5.2.3, 5.2.4, 5.4.1, 5.4.2, 5.4.3, 5.4.4, 5.4.5, 5.4.6, 5.6.2, 6.1.3, 6.2.3, 6.3.3, 6.3.4, 6.3.5, 6.3.6, 6.3.7, 8.2.4, 8.2.5, 8.4.4	7.12.5 Demonstrate conventional spelling.
3.1.3, 4.1.1, 4.1.2, 4.1.3, 5.4.2, 5.5.1, 5.5.3, 5.5.4	8.12.1 Summarize and evaluate communications that inform, persuade, and entertain.
4.1.3, 5.2.3, 5.2.4, 5.2.5	8.12.2 Create and apply criteria for evaluating content and delivery of oral and multi-media presentations.
4.1.1, 4.1.2, 4.1.3, 4.2.1, 4.2.5, 5.4.1, 5.4.2, 5.4.3, 5.4.4, 5.4.5, 5.4.6, 5.5.1, 5.5.3, 5.5.4, 5.6.2, 6.1.3,	8.12.3 Analyze the effects of language and dialect on audience response.

6.2.3, 6.3.3, 6.3.4, 6.3.5, 6.3.6, 6.3.7, 8.2.4, 8.4.4	
1.2.1, 2.2.3, 2.3.3, 2.5.2, 2.6.1, 2.6.2, 4.2.1, 4.2.5, 5.2.3, 5.2.4, 5.4.1, 5.4.2, 5.4.4, 5.4.5, 5.4.6, 5.5.1, 5.5.2, 5.5.3, 5.5.4, 5.6.2, 6.1.3, 6.2.3, 6.3.3, 6.3.4, 6.3.5, 6.3.6, 6.3.7, 8.2.4, 8.4.4	9.12.1 Use specific and varied vocabulary and apply standard English to communicate ideas.
4.2.1, 4.2.2, 4.2.4, 6.1.3, 6.3.3, 6.3.4, 6.3.5, 6.3.6, 6.3.7, 8.2.4, 8.2.5	9.12.2 Make formal oral or multi-media presentations, using vocabulary and public speaking techniques appropriate to audience and purpose.
4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5, 6.1.3, 6.3.1, 6.3.2, 6.3.3, 6.3.4, 6.3.5, 6.3.6, 6.3.7	9.12.3 Organize and deliver planned, extemporaneous , and impromptu presentations that address a topic and engage the audience.
4.2.3, 7.3.1, 8.1.2, 8.1.7, 8.5.1, 8.5.2	10.12.1 Participate in problem-solving conversations or group discussions by identifying, synthesizing, and evaluating data.
4.2.3, 7.3.1, 8.1.2, 8.1.7, 8.5.1, 8.5.2	10.12.2 Negotiate to arrive at consensus by proposing and examining possible options.
4.2.1, 4.2.2, 4.2.3, 8.1.2, 8.1.3, 8.1.7	10.12.3 Identify and practice techniques such as setting time limits for speakers and deadlines for decision making to improve productivity of group discussions.
4.2.1, 4.2.2, 5.4.5, 5.4.6	10.12.4 Justify a position using logic and refuting opposing viewpoints.
3.2.2	11.12.1 Formulate cross-curricular research questions and use an appropriate research design to gather information.
3.1.4, 3.1.5, 3.2.3, 6.1.3, 6.2.5	11.12.2 Evaluate possible sources of information for credibility and usefulness.
3.1.4, 4.2.1, 6.1.3	11.12.3 Cite sources of information using a standard method of documentation.
1.2.1, 1.3.2, 1.4.1, 2.2.3, 2.3.3, 2.5.2, 4.2.1, 4.2.2, 4.2.5, 6.1.3	11.12.5 Organize and present research findings using appropriate media.